



Primary Health Care Management Advancement Programme

# **ASSESSING THE QUALITY OF SERVICE**

**MODULE 6  
FACILITATOR'S GUIDE**

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## THE PHC MAP SERIES OF MODULES, GUIDES AND REFERENCE MATERIALS

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Each module includes:

- a User's guide
- a Facilitator's guide
- computer programs

Module 1 Assessing information needs

Module 2 Assessing community health needs and coverage

Module 3 Planning and assessing health worker activities

Module 4 Surveillance of morbidity and mortality

Module 5 Monitoring and evaluating programmes

Module 6 Assessing the quality of service

Module 7 Assessing the quality of management

Module 8 Cost analysis

Module 9 Sustainability analysis

Manager's guides and references

- Better management: 100 tips
- Problem-solving
- Computers
- The computerised PRICOR thesaurus

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THE AGA KHAN UNIVERSITY



AGA KHAN FOUNDATION

**Primary Health Care Management Advancement Programme**

# **ASSESSING THE QUALITY OF SERVICE**

**Martine Hilton**  
University Research Corporation

## **MODULE 6 FACILITATOR'S GUIDE**



Aga Khan Health Services



University Research Corporation  
Center for Human Services

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*Dedicated to  
Dr. Duane L. Smith (1939-1992) ,  
Dr. William E. Steeler (1948-1992)  
and all other health leaders, managers and workers  
who follow their example in the effort to bring quality health  
care to all in need.*



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## Foreword

### What is the purpose of the Facilitator's guide?

The Facilitator's guide contains a suggested workshop design for use by individuals who will help PHC managers and staff learn how to use the Primary Health Care Management Advancement Programme (PHC MAP) series. There is a Facilitator's guide for each module in the PHC MAP series.

### What information does it contain?

Each Facilitator's guide contains instructions for conducting a workshop on one of the modules in the PHC MAP series using the information contained in the User's guide.

The instructions are arranged in one to two hour sessions. The number of sessions depends on the amount of information and/or the number of steps contained in the User's guide. The first page of each session lists session objectives, major topic headings, time required, and materials and equipment. The following pages describe the instructional activities in outline form.

The outline is divided into two columns. The right-hand column indicates what the facilitator says or does to conduct the session. The left-hand column lists the handouts, overhead transparencies, or other materials needed to support the activity. Copies of these materials, suitable for duplication, appear at the end of the session in which they are first used. Some transparencies are used in more than one session.

### How are the workshops organised?

The first session of each workshop contains activities designed to introduce the PHC MAP series and explain its importance to PHC programmes, present an overview of the workshop, explain the purpose of the module, review specific terms or concepts used in the module, and



acquaint the participants with the organisation and content of the User's guide.

The final session of each workshop contains activities designed to review key points of the User's guide, if appropriate, help participants prepare an action plan, and brings the workshop to a formal conclusion. The sessions in between present the steps required to accomplish the purpose of the module and provide an opportunity for participants to apply those steps to their own programmes.

Each workshop is designed to be given on consecutive days, uninterrupted except for breaks, meals, and rest, if the workshop is longer than one day. It is recognised, however, that situations vary and the PHC MAP modules will be used singly or in combination by individuals and organisations in the field and on university campuses. Therefore, it is expected that the workshops described in the Facilitator's guides will be adapted to fit a range of circumstances. Indeed, those who facilitate PHC MAP workshops are encouraged to make adaptations to meet the needs of participants and/or specific PHC programmes.

### **Who can be a facilitator?**

Ideally, the person who serves as facilitator has training and experience in the fields of public health, management, planning, and evaluation, as well as sampling and survey design. It is recommended that this person also be skilful in working with small groups.

The facilitator should be someone from outside the PHC programme, perhaps from another agency or a university. As a person with no direct interest in the programme, the facilitator can be neutral in disagreements that may arise and help the group members resolve an issue objectively. Having an outside person as facilitator also allows the programme director, who usually has a leadership role, to contribute his or her knowledge and experience as a full participant in the work of the group.

It is also recommended that a facilitator have a full set of PHC MAP User's guides and Facilitator's guides. It is sometimes necessary, in the course of completing one module, to refer to information in another module.

### **Who should participate in the workshop?**

The primary audience for the PHC MAP series is the team that manages PHC programmes or other population-based health programmes in either the public or private sector. An example of a PHC management team in the public sector is the core staff of a district ranging from 100,000 to 300,000 in size of population served.





An example of a PHC management team in the private sector is the core staff of an NGO that provides PHC services to a specific population in a given geographic area. The average size of the service population may range from 40,000 to 60,000, but may be as small as 10,000 or more than 100,000. In either case, the management team should have:

- the knowledge and skills needed to complete the steps in the module,
- the time and resources required to collect and analyse the required data
- the authority to plan and implement improvements in management systems and procedures based on this analysis.

If feasible, teams from several districts or from several PHC programmes within a given NGO, may work simultaneously with one facilitator to complete a module. It is recommended that one facilitator work with no more than four teams or 20 people at one time.

## **What does the facilitator do?**

**Understands the needs of participants.** If the facilitator is working with one PHC programme, the most efficient way to gather information about participants and the programme in which they work is to meet with the PHC director to determine:

- the nature of the PHC programme (services provided, size and description of area served, number and type of facilities, number and qualifications of staff, community involvement, computer capability, strengths, major problems, etc.);
- if information needs have been clearly identified;
- previous staff training in management information systems or related topics;
- resources available for training (time, space, equipment);
- possibility for subsequent technical assistance to workshop participants.

**Understands the content of Module 1.** Read the User's guide and Facilitator's guide for Module 1 and consider options for workshop delivery.

- The purpose of Module 1 is to help participants select priority information needs and to review some basic concepts underlying management information systems. Depending on participant background, the amount of time available, and the need to establish priorities among management information needs, Module 1 can be presented in its entirety, limited to Level 1: Quick start, limited to the PHC MAP systems framework, or in



summary form as contained in the first session of the Facilitator's guides for Modules 2 through 9.

- If information needs have not been clearly identified and participants have no background in systems, then Module 1 should be presented in full. The selection of the next module will depend upon priorities set by the participants as they complete the steps in Module 1.
- If information needs have been clearly identified and participants have no background in systems, then that portion of Module 1 can be added to the first session of the selected module.
- If information needs have been clearly identified and participants have a background in systems, then the overview of PHC MAP in the selected module will be sufficient.

**Understands the content of the selected module.** Read the User's guide and Facilitator's guide for the selected module and consider options for workshop delivery.

- Depending upon the length of the module and the availability of staff for training, the workshop sessions may be presented as described in the Facilitator's guide, or workshop sessions may be delivered at intervals (for example, every morning for a certain number of days, one session per week, or one day per week for three or four weeks).
- If follow-on technical assistance is available, the content of the module could be presented in the workshop and the application of the procedure to the PHC programme could be conducted on the job.
- Participants could plan steps in the workshop, complete them on the job, and bring the results to the next workshop session. This approach is particularly applicable to Module 2 which requires development of a questionnaire, selection of a survey sample, training of data collectors, and data collection. These steps cannot actually be carried out within the time limits of the workshop as contained in the Module 2 Facilitator's guide.
- Other options are possible depending upon the circumstances of each situation.

**Determines what programme information, if any, is needed** for completion of the module. For example, census data and lists of households are required to complete some of the steps in Module 3.





**Determines** the most appropriate people to attend the workshop. For example, Module 7 is best completed by those responsible for planning, training, supervision, logistics, and other management services.

**Discusses** the delivery options and participants with the PHC manager and make decisions regarding the most appropriate option and participant selection. Also determines if the needed information is available and if it is not, the alternatives for obtaining the information.

**Notifies participants of the date, time, and purpose** of the workshop and confirms attendance. Initial notice of the meeting may come from the PHC manager, with follow-up by the facilitator.

**Prepares the agenda**, using as a model the sample in Session 1 of the Facilitator's guide for the selected module.

**Inspects the room** where the workshop will be held and answers these questions:

- Is the room large enough to seat all the participants?
- Can chairs and tables be arranged in a variety of ways; all participants around one table; participants in groups of three or four at smaller tables?
- Is the lighting adequate?
- Can temperature and humidity be controlled?
- Is there an electrical outlet for an overhead projector?
- Is a microphone necessary for everyone to hear and to be heard?
- Are toilets conveniently located?
- Is the site convenient to parking, restaurants and public transportation?
- Are supporting facilities available and convenient: duplication, word processing, computers?

**Prepares notes** to conduct the workshop using the session outlines in the Facilitator's guide for the selected module, and makes the necessary adaptations. Refer to the appropriate User's guide for content.

**Duplicates the worksheets and other handouts** as indicated in the Facilitator's guide and obtains the necessary equipment.

**Conducts the workshop as planned.**

**Provides follow-on assistance, if appropriate.**





the fact that the  $\mathcal{H}^1$ -norm of the difference between the exact solution and the numerical solution is bounded by the  $\mathcal{H}^1$ -norm of the initial data. This is a very strong property, which is not shared by many other numerical schemes. The reason for this is that the numerical scheme is designed to be stable in the  $\mathcal{H}^1$ -norm, which is the natural norm for the problem. This is achieved by using a semi-discrete Galerkin method with a suitable choice of basis functions. The stability of the scheme is then proved by showing that the  $\mathcal{H}^1$ -norm of the numerical solution is bounded by the  $\mathcal{H}^1$ -norm of the initial data. This is done by using energy estimates and the properties of the basis functions.

The numerical scheme is then used to solve the problem numerically. The results are compared with the exact solution, and it is found that the numerical solution is very accurate. This is due to the fact that the numerical scheme is stable in the  $\mathcal{H}^1$ -norm, which is the natural norm for the problem. The numerical scheme is also very efficient, as it only requires a small number of basis functions to achieve high accuracy.

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## Session 1: Introduction and overview

### Objectives:

Participants will be able to:

- Explain at least one purpose of Module 6.
- Explain the purpose of service quality assessment.
- Provide examples of when to use the four types of quality assessment tools.
- Discuss some limitations of service quality assessment.

### Session outline:

- I. Introduction (30 minutes)
- II. Overview of workshop (10 minutes)
- III. Purpose of Module 6 (10 minutes)
- IV. Module 6 User's guide (5 minutes)
- V. Introduction to Module 6 (20 minutes)

### Materials:

Module 6 User's guide

- Handout 6-1: Agenda
- Transparency 6-1: Workshop objectives
- Transparency 6-2: Purpose of Module 6
- Transparency 6-3: Service quality checklist functions
- Transparency 6-4: Steps in service quality assessment

### Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



## Session 1: Introduction and overview

### I. Introduction (30 minutes)

**Note:** Skip Section I if you have presented a module immediately prior to the presentation of Module 6.

#### A. OPENING REMARKS

- **Introduce** self and other staff, as necessary.
- **Explain** your role in the workshop.
- If you do not know the participants, **ask** each one to state his or her name, position title, and job location.

Name tags or  
place cards

**Note:** If the group is larger than 6 or 8, you may wish to have them wear name tags or place cards with their names at the places where they are sitting.

Flip chart

- **Ask** each participant to complete this sentence: "As a result of attending this workshop, I expect..." and **write** their responses on the flip chart.
- When all responses have been recorded, **say** that you will return to this list after giving an overview of the workshop.

#### B. OVERVIEW OF PHC MAP

See the Module 1 User's  
guide for this information.

- **Explain** why information is important for PHC programmes.
- **Summarise** PHC MAP programme, including:
  - Purpose of PHC MAP
  - Title and purpose of each module and other materials
- **Make** the following points about PHC MAP:
  - Has been field-tested and revised to ensure usefulness to PHC programme staff.



## Session 1: Introduction and overview

Modules can be used in any sequence.

Checklists and other materials can be adapted to fit a particular situation.

The procedures outlined in the modules can be adopted as routine monitoring activities in a PHC programme.

- **Explain** why MAP is being introduced in this PHC programme.

**Note:** The remarks here should be tailored to the specific programme and should provide answers to these questions:

Why are we doing this workshop?

What do we expect to achieve?

It may be appropriate for the PHC manager to make these remarks.

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## II. Overview of workshop (10 minutes)

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Transparency 6-1:  
Workshop objectives

Handout 6-1: Agenda

- **Review** the workshop objectives.
- Distribute and **review** the workshop agenda, describing the activities that will take place to accomplish the workshop objectives.
- **Review** the expectations contributed by participants at the beginning of the session.  
**Indicate** which ones will be met and which ones will not and why.  
**Suggest**, if possible, alternatives for meeting the expectations that will not be met in this workshop.
- **Ask** for questions or comments.

---

## III. Purpose of Module 6 (10 minutes)

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Transparency 6-2:  
Purposes of Module 6

- **Explain** that the purposes of Module 6 are to help PHC management staff to:





## Session 1: Introduction and overview

Assess the quality of PHC services provided in the programme.

Assess whether clients' needs and expectations are being met.

Identify opportunities to improve the quality of care.

- **Ask** for questions and comments.

---

### IV. Module 6 User's guide (5 minutes)

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Module 6 User's guide

- **Distribute** a User's guide to each participant.
- **Highlight** key sections of the User's guide.

Overview of the Primary Health Care Management Advancement Programme has more details on the purpose of PHC MAP and the materials included--information that has already been presented in summary form.

Seven-step process for carrying out a service quality assessment.

Appendices.

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### V. Introduction to Module 6 (20 minutes)

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Transparency 6-3:  
Service quality checklist  
functions

- **Paraphrase** the purpose of the module.
- Service quality assessment **tools**

**Discuss** how and when to use the checklists.

**Explain** the purpose and content of the discussion guidelines.

**Describe** the relationship between checklists and discussion guidelines as service quality assessment tools.

**Explain** the purpose and content of the multiple observation checklists.

**Discuss** limitations of service quality assessment.





## Session 1: Introduction and overview

Transparency 6-4:  
Steps in service quality  
assessment

- **Review** briefly the steps in service quality assessment and **explain** that Session 2 will be devoted to Step 1.
- **Ask** for questions and comments.



# SAMPLE AGENDA

## MODULE 6\*

Session 1 (1 hr, 5 mins)	Introduction and overview
Session 2 (1 hr)	Specify quality assessment objectives (Step 1)
Session 3 (1 hr, 50 mins)	Design and carry out assessment (steps 2, 3, 4 and 5)
Session 4 (50 mins)	Compile and analyse the data (Step 6)
Session 5 (1 hr, 5 mins)	Report the findings, provide feedback, and take corrective action (Step 7)

\* For an actual presentation, substitute the appropriate times in the first column



## WORKSHOP OBJECTIVES:

1. Conduct a service quality assessment for at least one PHC service function using the steps and materials contained in Module 6
2. Prepare a list of action steps to assess other service functions after the workshop using the same steps and materials



## PURPOSES OF MODULE 6

To help PHC programme managers to:

1. Assess the quality of PHC services provided in the programme
2. Assess whether clients' needs and expectations are being met
3. Identify opportunities to improve the quality of care



# SERVICE QUALITY CHECKLIST FUNCTIONS

- A framework for supervision
- A self-assessment tool
- A job aid for service providers
- An instrument for area-wide assessment of service quality
- As guidelines for training
- Tools for pre-test and post-test assessments of service enhancing efforts
- A combination of the above methods





# STEPS IN SERVICE QUALITY ASSESSMENT

1. Specify the scope and objectives of the quality assessment
2. Determine the unit of observation and select data sources
3. Select and adapt the appropriate service quality checklist(s)
4. Determine the sampling procedures and select sample (optional)
5. Carry out the assessment
6. Compile and analyse the data
7. Report the findings, provide feedback, and take corrective action



## Session 2: Specify scope and objectives of the quality assessment (Step 1)

- Objectives:** Participants will be able to follow the directions in the Module 6 User's guide to specify the objectives of a service quality assessment for their PHC programme.
- Session outline:**
- I. Introduction (5 minutes)
  - II. Questions to be answered (15 minutes)
  - III. Application, quality assessment of PHC services (40 minutes)
- Materials:**
- Module 6 User's guide
  - Transparency 6-5: Session 2: Objective
  - Transparency 6-6: Questions to be answered
  - Handout 6-2: Worksheet for planning quality assessment activities
- Equipment:** Flip chart, stand, markers, masking tape, overhead projector and screen



## Session 2: Specify scope and objectives of the quality assessment (Step 1)

### I. Introduction (5 minutes)

Transparency 6-5:  
Session 2: Objective

- **Review** the session objective.
- **Explain** that you will introduce and discuss the questions to be answered in specifying assessment objectives, after which participants will answer those questions to plan their own service quality assessment.

### II. Questions to be answered (15 minutes)

Transparency 6-6:  
Questions to be answered

- **Explain** that assessment objectives are specified by answering a series of questions.
- **Show** one question at a time and **discuss** the purpose of each, and possible responses, using the points contained on pages 16 - 17 of the User's guide.
- **Encourage** participants to ask questions and give examples from their programmes as you present each question.
- **Ask** participants how satisfied they are with their answers to these questions.

### III. Application (40 minutes)

Handout 6-2: Worksheet  
for planning quality  
assessment activities

- **Distribute** the worksheet and **direct** participants to complete Step 1 for their PHC programme.
- When participants have completed the worksheet for Step 1, **ask** one participant to present the responses developed by the group and explain the rationale for each response.



## Session 2: Specify scope and objectives of the quality assessment (Step 1)

**Note:** As you listen to the presentation, consider whether the responses are consistent with the purpose of each question and consistent with each other and the needs of the programme. For example:

*Are the services to be observed consistent with the purpose(s) of the assessment?*

*Does the scope of the assessment exceed the resources available?*

- **Ask** for questions and comments about the worksheet and the process of specifying the assessment objectives.



## SESSION 2: OBJECTIVE

Specify the scope and objectives of service assessment for your PHC programme.





# QUESTIONS TO BE ANSWERED

- What is the purpose of the assessment?
- What services will be included?
- Who will use the information gathered?
- How will the information be used?
- What geographic area will be covered?
- Over what period of time will the assessment take place?
- What additional resources, if any, are available?



## WORKSHEET FOR PLANNING QUALITY ASSESSMENT ACTIVITIES

### **Step 1: Specify the scope and objectives of the assessment**

- \_\_\_\_\_ A. What is the purpose of the assessment?
- \_\_\_\_\_ B. What services will be included?
- \_\_\_\_\_ C. Who will use the information gathered?
- \_\_\_\_\_ D. How will the information be used?
- \_\_\_\_\_ E. What geographic area will be covered?
- \_\_\_\_\_ F. Over what period of time will the assessment take place?
- \_\_\_\_\_ G. What additional resources, if any, are available?



## Session 3: Design and carry out assessment (Steps 2, 3, 4 and 5)

### Objectives:

Participants will be able to follow the directions in the Module 6 User's guide to:

- Determine the unit of observation and data collection techniques.
- Select and adapt the appropriate service quality checklist(s).
- Determine the sampling procedures and select sample. (optional)
- Carry out the assessment.

### Session outline:

- I. Introduction (5 minutes)
- II. Determine a unit of observation and data collection techniques (45 minutes)
- III. Select and adapt checklists (30 minutes)
- IV. Determine the sampling procedures and select sample (optional) (45 minutes)
- V. Carry out the assessment (45 minutes)

### Materials:

Module 6 User's guide

Transparency 6-7: Session 3: Objectives

Transparency 6-8: Units of observation

Transparency 6-9: Data collection techniques

Transparency 6-10: Sampling procedures

Transparency 6-11: Ground rules



Handout 6-3:	Worksheet for Step 2
Handout 6-4:	Worksheet for Step 4
Handout 6-5:	Worksheet for Step 5

**Equipment:**

Flip chart, stand, markers, masking tape, overhead projector and screen





## Session 3: Design and carry out assessment (Steps 2, 3, 4 and 5)

### I. Introduction (5 minutes)

Transparency 6-7:  
Session 3: Objectives

- **Review** the session objectives.
- **Explain** that details regarding each of the four steps will be discussed and that the major portion of the time will be spent in a group discussion focused on the service function chosen in Step 1.

### II. Determine the unit of observation and data collection techniques (45 minutes)

Transparency 6-8:  
Units of observation;  
Transparency 6-9:  
Data collection  
Handout 6-3: Worksheet  
for Step 2

- Approaches to service assessment.  
**Remind** participants that this module presents quantitative and qualitative approaches to service assessment.  
**Say** that the quantitative approach emphasises the use of the checklists contained in Appendices A, B, and D; the qualitative approach emphasises use of the discussion guidelines contained in Appendix C.  
**Make** these additional points regarding approaches to service assessment:  
 Both checklists and guidelines can be used by the management team.  
 Both also can be adapted for use in the field. Briefly **review** factors to consider in selecting assessment methods.  
**Distribute** the worksheet and **direct** participants to complete Step 2 for their PHC programme.
- **Refer** participants to their responses to questions in Step 1 of the Worksheet for planning quality assessment activities for the service activities they selected for assessment.



## Session 3: Design and carry out assessment (Steps 2, 3, 4 and 5)

### III. Select and adapt the appropriate service quality checklist(s) (30 minutes)

User's guide

- **Refer** participants to Appendix C to find the guidelines appropriate to the service activity they chose to assess.
- **Direct** participants to review the questions under the section headed "Discussion Guidelines" and "Key Questions".
- **Point out** that the "Key Questions" have been extracted from the corresponding checklist for this activity and are phrased to be answered yes or no.
- **Direct** participants to find the corresponding checklist in Appendix A and, if they wish, select other key questions they would like to address in the group discussion.

Flip chart

- Next, **ask** participants to rephrase the key questions so that they cannot be answered yes or no. **Record** the rephrased questions on a flip chart.

**Note:** The questions under "Discussion Guidelines" can serve as a model for rephrasing the key questions.

Questions that begin with "how" or "how well", "when", "why" and "what" are called open-ended questions and require more than a "yes" or "no" response.

Open-ended questions stimulate discussion and promote exploring questions rather than making judgements.



## Session 3: Design and carry out assessment (Steps 2, 3, 4 and 5)

### IV. Determine the sampling procedures and select sample (optional) (45 minutes)

Transparency 6-10:  
Sampling procedures

Handout 6-4: Worksheet  
for Step 4

**Note:** This step is only necessary if the objective is to conduct a study or evaluation of quality in an administrative area, such as a district or province.

- **Discuss** the purpose of sampling.
- **Refer** participants to the Appendices of Module 2 for detailed instructions for drawing samples.
- **Discuss** sampling procedures appropriate for quality assessment.
- **Distribute** the worksheet and **direct** participants to complete Step 4 for their PHC programme.
- When participants have completed the worksheet for Step 4, **ask** one participant to present the responses developed by the group and explain the rationale for each response.
- **Ask** for questions and comments about the worksheet and the process of determining the minimum number of observations to be made for each unit.

### V. Carry out the assessment (45 minutes)

Transparency 6-11:  
Ground rules

- **Review** the ground rules for a group discussion and **explain** their value in making the discussion as productive as possible.
- **Explain** the procedure for the group discussion:

You will take the role of facilitator, reminding the group of the ground rules when they are broken, pointing out when the discussion is off





### Session 3: Design and carry out assessment (Steps 2, 3, 4 and 5)

the subject, and announcing the time at various points so participants can adjust the process as needed.

The group will select a leader and a recorder. The leader will chair the discussion using the guidelines as provided or modified in Step 3. The recorder will write down the group conclusions to each question including minority opinions where applicable.

- **Refer** participants to questions they rephrased in Step 3.
- **Discuss** the tasks involved in preparing for an assessment visit.
- At the end of the discussion, **direct** the recorder to read aloud the conclusions of the group to each question and make agreed upon modifications.
- **Summarise** the group performance on the ground rules, including things they did well and areas where they need to improve.
- **Ask** for final questions and comments on Steps 2 through 5.

Handout 6-5: Worksheet  
for step 5





## SESSION 3: OBJECTIVES

- Determine the unit of observation and data collection techniques
- Select and adapt the appropriate service quality checklist(s)
- Determine the sampling procedures and select sample (optional)
- Carry out the assessment



# UNITS OF OBSERVATION

- Client/patient
- Health worker
- Service elements
- Clinic sessions
- Health centre



# DATA COLLECTION TECHNIQUES

## Direct observation

- By supervisor
- By peer
- Self-assessment

## Interviews

- Structured interviews
- Open-ended interviews and discussion

## Record review

- Routine records
- Records kept specifically for the assessment



# SAMPLING PROCEDURES

- Develop the sampling frame
- Determine sample size
- Sampling procedures
  - Simple random sample
  - Stratified random sample
  - Systematic sample
  - Lot quality assurance sampling
  - Convenience sampling





# WORKSHEET FOR PLANNING QUALITY ASSESSMENT ACTIVITIES

## Step 2: Select unit of observation and data sources

### Unit of observation:

- ☐ Client/patient
- ☐ Service elements
- ☐ Health worker
- ☐ Clinic session
- ☐ Health centre

### Data sources:

- ☐ Direct observation
  - ☐ by supervisor
  - ☐ by peer
  - ☐ self-assessment
- ☐ Interviews
  - ☐ structured questions
  - ☐ open-ended questions
  - ☐ discussion
- ☐ Record review
  - ☐ routine records
  - ☐ records kept specifically for the assessment



# WORKSHEET FOR PLANNING QUALITY ASSESSMENT ACTIVITIES

## Step 4: Determine sampling procedures and select sample (optional)

Number of units in sampling frame \_\_\_\_\_

Sample size \_\_\_\_\_ (%) = \_\_\_\_\_ (N)

### Sampling method:

Census (100% sample) \_\_\_\_\_

Random sample \_\_\_\_\_

Systematic sample \_\_\_\_\_

LQA sample \_\_\_\_\_

Convenience sample \_\_\_\_\_

Purposive sample \_\_\_\_\_

Quota sample \_\_\_\_\_

What is the minimum number of observations that should be made  
for each unit? \_\_\_\_\_



# GROUND RULES

- Everyone's ideas are important
- No "right" or "wrong" answers
- Positive and negative comments
- Disagreement is expected/encouraged
- Don't wait to be called on
- Only one person speaks at a time



# WORKSHEET FOR PLANNING QUALITY ASSESSMENT ACTIVITIES

## Step 5: Carry out the assessment

### Preparation for the visit

- \_\_\_ Select and train observers
- \_\_\_ Produce data collection forms
- \_\_\_ Conduct a pre-test of the checklists
- \_\_\_ Select dates for the assessment
- \_\_\_ Inform health centres and service providers (optional)
- \_\_\_ Arrange for transportation for data collection





## Session 4: Tabulate and analyse the data (Step 6)

### Objectives:

Participants will be able to follow the directions in the Module 6 User's guide to:

- Compile, analyse, and interpret results of quality assessment.
- Use at least one rapid data analysis calculation to arrive at service quality information.

### Session outline:

- I. Introduction (5 minutes)
- II. Rapid data analysis (45 minutes)

### Materials:

Module 6 User's guide  
 Transparency 6-12: Session 4: Objectives  
 Transparency 6-13: Rapid data analysis

### Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



## Session 4: Tabulate and analyse the data (step 6)

### I. Introduction (5 minutes)

Transparency 6-12:  
Session 4: Objectives

- **Review** the session objectives.
- **Explain** that in this session, participants will review the basic elements of the rapid data analysis plan.

### II. Rapid data analysis (45 minutes)

Transparency 6-13:  
Rapid data analysis

- **State** the value of rapid data analysis.
  - Calculations can be quickly and easily hand tabulated.
  - Problem areas can be easily identified.
- **Explain** the types of analysis and **answer** participants' questions.
- **Direct** participants to calculate as many of the indicators from the data analysis plan as time allows, using data from Exhibit 7 in the users' guide.
- **Ask** for questions and comments about rapid data analysis calculations, particularly the ones they used.



## SESSION 4: OBJECTIVES

1. Compile, analyse, and interpret results of quality assessment.
2. Use at least one rapid data analysis calculation to determine service quality information.



# RAPID DATA ANALYSIS

1. Total
2. Frequency distributions or counts
3. Percentage distributions
4. Threshold analysis
5. Scoring
6. Breakdown by site
7. Graphs





## Session 5: Report the findings, provide feedback, and take corrective action (Step 7)

### Objectives:

Participants will be able to follow the directions in the Module 6 User's guide to:

- present and review preliminary results with the assessment team.
- describe how to take action necessary to implement an appropriate, effective, and acceptable solution.
- check the results of that action.

### Session outline:

- I. Introduction (5 minutes)
- II. Taking action and checking results (15 minutes)
- III. Next steps (30 minutes)
- IV. Conclusion (15 minutes)

### Materials:

Module 6 User's guide

Transparency 6-14: Session 5: Objectives

Transparency 6-15: Providing feedback and taking corrective action

### Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



## Session 5: Report the findings, provide feedback, and take corrective action (Step 7)

### I. Introduction (5 minutes)

Transparency 6-14:  
Session 5: Objectives

- **Review** the session objectives.
- **Say** that the final activity of the session will give participants an opportunity to think about and list the actions they will need to take after the workshop to continue the work they have begun on assessing and improving the service functions of their PHC programme.

### II. Taking action and checking results (15 minutes)

Transparency 6-15:  
Providing feedback and  
taking corrective action

- **Refer** participants to the notes from their group discussion in Session 3.
- **Explain** the review questions and **direct** participants to review their discussion notes with these questions in mind.
- **Ask** for questions and comments on the service assessment process.
- **Discuss** other ways that PHC managers could use these steps and materials in Module 6 to improve their service functions.
- **Review** Transparency 6-3 and **ask** participants what other uses for the checklists they think would be most useful in their programme.

Transparency 6-3:  
Service quality checklist  
functions

### III. Next steps (30 minutes)

Transparency 6-4:  
Steps in service quality  
assessment

- **Review** the steps in service assessment, highlighting the outcome of each step.



## Session 5: Report the findings, provide feedback, and take corrective action (Step 7)

### User's guide

- **Direct** participants to review their completed worksheets, and the notes from the group discussion and indicate where they need to take action to:
  - assess other service functions;
  - implement and check solutions that have been identified.
- **Direct** participants to list what they need to do to implement those actions and then develop an action plan which includes:
  - tasks in order of accomplishment;
  - when each task must be completed;
  - who is responsible for each task.
- **Ask** participants to review their action plan, anticipate any problems that might occur, and suggest a way to deal with each problem.
- **Ask** for questions and comments about the action plan.

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## IV. Conclusion (15 minutes)

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- **Review** the expectations participants expressed at the beginning of the workshop and **ask** them to assess how well they think those expectations have been met. If any were not met, **ask** how the workshop could be improved to make that happen.
- **Thank** participants for their time and attention, **congratulate** them on the results of their work, and **wish** them good luck in implementing their action plans.

**Note:** Indicate what follow-on assistance will be available, if appropriate.



## SESSION 5: OBJECTIVES

As a result of this session, participants will be able to:

1. present and review preliminary results with the assessment team.
2. describe how to take action necessary to implement an appropriate, effective, and acceptable solution.
3. check the results of that action.





# PROVIDING FEEDBACK AND TAKING CORRECTIVE ACTION

- What activities are going well?
- What activities need improvement?
- Of the problem activities, which are:
  - easy to correct?
  - a priority?
  - hard to correct?





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Ms. Maria Francisco	Ms. Mary Millar



# **MODULE 6**

## **FACILITATOR'S GUIDE**

